

<b>LISTENING 1</b>	Listening for emphasis of main ideas
<b>LISTENING 2</b>	Predicting
<b>ACADEMIC SKILL</b>	Concluding a discussion or presentation
<b>VOCABULARY</b>	Phrasal verbs
<b>GRAMMAR</b>	Relative clauses
<b>SPEAKING</b>	Offering advice and suggestions

### Warm-up

Write *Food* in the center of the board, and then build a mind map with *Fruits and vegetables*, *Meat*, *Cereals*, *Dairy*, and *Fish* at the end of branches coming off the central word. Elicit an example of each category (**Possible answers:** *apple, chicken, bread, milk, tuna*), and then ask students to work with a partner to brainstorm more items in each category. Students come to the board to write up their words.

### DISCUSSION POINT

Ask students to look at the unit opener image. Ask what global problem the image shows (**Answer:** *food waste*), and elicit how much students know about the topic. Ask if they consider food waste a problem globally, and also in their own country.

Ask students to study the infographic and discuss the questions with a partner. Ask for feedback on the reasons individuals, restaurants, and supermarkets waste food. Draw three columns on the board, one for each category, and add students' ideas to each one. Highlight any reasons that are in more than one category. Add a fourth column with the heading *Solutions*, and add the students' ideas.

### VIDEO

#### BEFORE YOU WATCH

- 1 Read through the information about the video the students are going to watch. Then ask the students to discuss the bold words, checking the meaning of the words in a dictionary as necessary. Highlight that the verb in question 2 is a phrasal verb, and that students need to check the meaning of it carefully in the dictionary.

#### ANSWERS

- 1 **1 Possible answers:** canned food, pasta, bread, vegetables, fruit
  - 2 when it is out of date or about to go bad
  - 4 Moldy: fruit, bread (if stored in plastic), cheese; Stale (if left in the open air): cookies, bread, cake
- 2 Ask students to work with a partner to take turns asking and answering the questions. Monitor the activity to help with vocabulary where necessary.

#### WHILE YOU WATCH

Tell students to read the statements. They should then watch the video and decide whether each statement is true or false. Go through the answers as a class.

#### ANSWERS

1 F 2 T 3 T 4 T

See the video script at the back of this book.

#### AFTER YOU WATCH

Ask students to work with a partner and set a time limit for students to discuss the questions. After they have talked about each question, put pairs together to form small groups, and ask the students to explain their ideas to each other. Ask for students' ideas for question 3 (*If you invented an app, what would it be? How would it help others?*) as a whole class, and write their ideas on the board. Hold a class vote to decide the app that would help people the most.

## LISTENING 1

### WASTE NOT, WANT NOT

#### A VOCABULARY PREVIEW

- 1 Write the bold words on the board, and ask students which ones they know. Elicit the meaning of each known word from around the class. Indicate if the meaning given by students is incorrect, but avoid clarifying the correct answers, or writing up any of the suggestions. Ask students to guess at the words they don't know. Students then open their books and match the words to the definitions. Go through the answers with the class. Check the pronunciation of each word, particularly the multi-syllable words (*solution*, *agriculture*), and the two-syllable words (*profit*, *hunger*, *billion*, *challenge*).

#### ANSWERS

1 g 2 h 3 b 4 d 5 f 6 a 7 e 8 c

- 2 Students work alone to choose the correct words to complete the sentences. Ask students to check with a partner and then check as a class.

#### ANSWERS

1 challenge 2 feed 3 agriculture 4 waste  
5 hunger

#### B BEFORE YOU LISTEN

#### Activating prior knowledge

##### Exam tip

Ask students to identify which of the questions is asking about personal experience (**Answer:** *question 1*), and which ask about more general, abstract ideas (**Answer:** *questions 2 and 3*). Highlight that in many exams, candidates are expected to be able to discuss both question types, usually starting on the personal level (e.g., IELTS Speaking Parts 1 and 2), and then moving to the more abstract (IELTS Speaking Test Part 3). Elicit the type of verb tenses likely to be found in the different types of questions (**Possible answer:** *personal—concrete tenses, e.g., simple present / past / progressive, present / past perfect; abstract—conditional, e.g., would, could, etc.*).

Have students work with a partner to discuss the questions. During whole-class feedback, ask students to report back only the biggest problem (question 2), and the simplest solution (question 3). Discuss any disagreements that arise.

## C GLOBAL LISTENING

### Listening for emphasis of main ideas

#### Warm-up

With books closed, write the following sentence on the board: *Emphasis helps you understand and remember important information.* Underline *important* and elicit what the underlining does (**Possible answer:** *emphasizes the word*). Elicit and suggest other ways of emphasizing in writing (**Possible answers:** *use an exclamation point, write in capitals, circle words, write words in bold, use particular words and phrases*), and apply some of these to the key words in the sentence. Then elicit ways we emphasize ideas when we speak (**Possible answers:** *speaking loudly, pausing, using particular words and phrases, repetition*).

Give students time to read through the *Listening for emphasis of main ideas* box. Highlight the use of the word *signal*, and explain how listeners use signals to predict and understand the organization of the coming speech.

Students read through the four sentences to be completed, then listen and write the missing words. Ask students to check the spelling of the phrases with the phrases in the skills box.

## AUDIO SCRIPT

### Track 2.1

**DAUGHTER:** Thanks for having me over for dinner, Dad. Food at home is a lot better than the college cafeteria!

**FATHER:** Tell me what's going on at school.

**DAUGHTER:** I have to give a presentation, but I can't think of a good idea. It has to be about food.

**FATHER:** Well, food is a pretty broad topic.... Speaking of food, can you talk to your brother for me? He came home today with half his lunch uneaten. I had to throw it away. That's terrible. My dad always told me about that: Waste not, want not! We can't throw away food if hunger is a real problem in other places.

**DAUGHTER:** Waste not... Actually, Dad, you've given me an idea. I am going to discuss food waste. We just watched a video about it at school. I'm not sure there is a good solution right now, but maybe I can take some information from the video and persuade the other students how important it is to help.

**FATHER:** One thing I think is interesting is that people debate about the dates on products. There was a woman at the store who wouldn't buy cereal because the date on the box was only two days from now. There is some evidence that many of those products are still good if they are properly stored.

**DAUGHTER:** I like that idea! I'm not sure I'll be able to solve the problem, but maybe I can help others understand how lucky we are to have food. I threw out my banana just because it had a few dark spots on it. I could discuss this idea I just found out about: There are companies that sell less than perfect foods. I can talk about them in my presentation. Basically, they try to fight food waste... a big challenge!

**FATHER:** Oh, yes! That totally rings a bell. Now that you mention it, I think I know about this. The neighbors were talking about this van that drives through the neighborhood every week. You order online. The food that you buy through the website isn't perfect, but it's still good. You can also point out to the class that there are services that deliver that kind of food. This prevents food from going into landfills. Your mom was telling me that once it goes into the landfill, it produces greenhouse gases. You know her company is trying to find ways to help the environment. So, it's important to note that these food companies are not only avoiding food waste, they're also saving the Earth.

**DAUGHTER:** I just did a search on my phone. I see several companies doing this. In general, they say they reduce food waste. Considering over a billion tons of food is wasted every year, it's a great idea. Why throw out all that food when it can feed so many people? And I'm sure I can find more statistics on this topic. I'll just have to pick and choose since there will be so many.

**FATHER:** Your mom would be a good resource. I know both these food companies and your mom's company work with people in agriculture, like farmers and food producers. They save the produce that others would throw away and sell it on their websites.

**DAUGHTER:** Wait a minute! What if I use my presentation to get people to react? At the end of the presentation, I can suggest that everyone donates a dollar. Then we can give the money to a charity that reduces food waste. If everyone participates, we'll have a lot of money to donate. I'll try to try to get everyone to get up and take action!

**FATHER:** That's a great strategy! I know people have to make up their own minds about whether or not to donate, but you'd have a very persuasive presentation and help others even if only a few people donate.

**DAUGHTER:** Thanks, Dad. I'm glad I came home for a visit. I got a home-cooked meal and a great idea for my presentation

### ANSWERS

- 1 I am going to discuss    2 Basically  
3 So, it's important to note    4 In general

## D CLOSE LISTENING

### Listening for additional information

- 1 Give students time to read through the ideas. Then play *Waste not, want not again*, and ask students to match each idea to the correct speaker. Go through the answers with the class.

### ANSWERS

1 D   2 F   3 D   4 F   5 F   6 D   7 F   8 D

- 2 Students read through the questions before listening again. Remind students that, when taking notes, they should not try to write down every word. Encourage them to develop their own shorthand, for example + for *and*, and *ppl* for *people*. After listening, give students time to compare answers with a partner. Play the audio again if appropriate, stopping after each answer to check together as a whole class.

### ANSWERS

- 1 ate only half his lunch  
2 dates on products  
3 order online from companies  
4 greenhouse  
5 over a billion tonnes  
6 donate (one dollar)

## E CRITICAL THINKING

Ask students to read through the questions on their own and make a note of their answers. They then work in small groups to discuss the questions. Highlight that critical thinking goes beyond identifying (e.g., *What types of food do you usually throw away?*) to focus more on analyzing (e.g., *Why?*). Highlight that the critical thinking skill in question 2 involves finding creative solutions. Encourage students to answer the question *Why?* in relation to question 3, too. Ask each group to report back on the main points of discussion.

## ACADEMIC SKILLS

### CONCLUDING A DISCUSSION OR PRESENTATION

With books closed, ask students, *What are some ways you can conclude a discussion or presentation? Simply repeating the main points is repetitive, so what else can you do?* Students then open their books and read through the box. Are any of their ideas mentioned? Ask them to identify words and phrases they are not sure of, and check the meaning in dictionaries if they have them (e.g., *strategy, call to action*).

- 1 Ask students to read through the ending lines alone and make a note of their answers. They then compare answers with a partner. Elicit feedback from student pairs. Ask students, *Were any of the concluding strategies difficult to identify?*

#### ANSWERS

1 B 2 D 3 C 4 G 5 F 6 A 7 E

- 2 Students work with a partner to decide the best way to conclude the presentations, using a strategy from the previous activity. Get feedback from the class. Their answers may differ from the suggested answers below.

#### POSSIBLE ANSWERS

- 1 F Acknowledge or thank people who helped.
- 2 B Give a warning of something bad that may happen if people don't listen, OR C Suggest a call to action by recommending the audience do something.
- 3 E End with a story, OR G Show a powerful picture.
- 4 D Give a surprising fact or statistic.

## LISTENING 2

### BRAIN FOOD

#### A VOCABULARY PREVIEW

- 1 Ask students to work alone to read the sentences and choose the best definition. They then compare their answers with a partner's, and use a dictionary for a final check if necessary.

#### ANSWERS

1 a 2 a 3 a 4 a 5 b 6 b 7 a 8 b

- 2 Have students work with a partner to discuss which statements from Exercise 1 they agree with. Encourage them to support their opinions with evidence, whether personal, or from research they have read. Ask students to share the main points of disagreement with the class. Open these points up to a whole-class discussion.

#### B BEFORE YOU LISTEN

##### Activating prior knowledge

#### Warm-up

Write different parts of the body on the board, e.g., *bones, skin, hair, blood, heart, muscles* (but not brain). Then write *milk*, and draw a line to bones. Elicit the connection (**Answer:** *Milk is good for bones because it contains calcium, which makes bones stronger.*). Ask students to discuss other connections between food and the health of different parts of the body. Work as a whole class to share ideas, and build up the information on the board. (**Possible answers:** *bones—yogurt, cheese; skin—fruits and vegetables, not sugar; hair—olive oil; blood—red meat, green vegetables; muscles—protein.*)

Ask students to discuss the questions with a partner and then check as a class. Identify any parallels between taking care of the body and the mind (e.g., *How do students rest their bodies?—by lying / sitting down, and how do they rest their minds?—by relaxing in a quiet place, sleeping, doing something they enjoy.*)

#### C GLOBAL LISTENING

##### Predicting

Give the students time to read through the *Predicting* box. Check the meaning of key words (e.g., *anticipate, develop, notice*).

## Extension activity

Ask students to study the *Predicting* box for a minute. They then close their books, and recall the approach to take to predicting before listening. Build up the information from the box on the board. When finished, ask students to open their books and compare the information in the box with the information they recalled as a class. (This is a useful strategy for encouraging students to engage with the skills boxes, which can be used at any point during the course.)

- 1 Students discuss the questions with a partner. Emphasize that at this point, there is no right or wrong answer. Students are predicting or making “an educated guess,” drawing on their world knowledge and prior knowledge of the topic.
- 2 Explain to students they are going to listen to the radio interview to check which of their predictions were correct. Ask students to discuss their answers with a partner and then check as a class.

## AUDIO SCRIPT

### Track 2.2

**HOST:** Good morning everyone. Today we're talking to Dr. Nathan Williams. Dr. Williams is a food expert who is going to talk about a different way to stay healthy: mentally healthy. Welcome Dr. Williams.

**DR. WILLIAMS:** Thanks for having me.

**HOST:** So, what is brain food?

**DR. WILLIAMS:** It is food that is believed to be good for the brain. I know a lot of your listeners are students who might like coffee in the morning or look forward to snacking on chocolate candy in the afternoon. Well, coffee contains caffeine, which is a substance that makes us more active. Caffeine can be considered a brain food because it helps you wake up. Researchers have also found out that caffeine can help to improve your concentration. Chocolate contains sugar and can help you to focus. Although we hear a lot about the bad effects of sugar, something sugary might improve your memory. Like all foods, however, it's temporary and the effects of caffeine and sugar decrease over time.

**HOST:** If our brains react to sugar and chocolate, and it helps us pay attention, do you suggest we all eat more?

**DR. WILLIAMS:** Well, the kind of sugar that the brain really wants isn't regular sugar. It's really the type of sugar that comes after we eat foods like bread. It's a sugar that the body makes from certain foods. A good source is fruit, and sadly not chocolate. If it were me, I'd avoid too much chocolate because the temporary good effects aren't worth the permanent bad effects on the body.

**HOST:** Well, I'm sad. I have to give up chocolate.

**DR. WILLIAMS:** Well, it's fine to eat chocolate occasionally. I would recommend dark chocolate—it's known to be healthier than milk chocolate. If I were you, I'd choose a dark chocolate with nuts, like peanuts, or almonds. Just a small amount of chocolate and nuts gives your brain food to keep it going.

**HOST:** Great. Now, moving on from chocolate, I've always heard that fish is a brain food. Is it?

**DR. WILLIAMS:** It is. And this is a food that has a more positive impact because it has effects that last longer. Fish provides protein and other good things that feed the brain. It is also good for your heart, so your body and your mind feel great.

**HOST:** That's interesting. I often eat fish for dinner. I'm wondering when is the best time to eat brain food? Is dinner a good time?

**DR. WILLIAMS:** Actually, I recommend mornings. I think the key is having a good breakfast when you wake up. It's important to eat well after a long sleep. I would suggest including cereal, milk, and fruits, which are good brain foods. You can remember more and remember it for a longer time after a healthy breakfast. A popular breakfast fruit like blueberries can improve how much you learn. And on the subject of breakfast, I'd like to point out that cereals aren't just good for your mental health. According to statistics, they're also good for your physical health.

**HOST:** The idea of brain foods is certainly becoming more popular, but Dr. Williams, is there any evidence that brain foods can make you smarter?

**DR. WILLIAMS:** There is always some debate about whether or not these foods really do make you smarter, but if you ask me, no food, or drink can really raise your IQ. Intelligence depends on many factors, and eating good food is just one way of helping your brain work to its potential. So, brain foods on their own won't make you a more intelligent person, but feeding your brain can help in other ways.

**HOST:** So what would your advice be to our listeners who want to improve their brain nourishment?

**DR. WILLIAMS:** I'd recommend eating fewer of the negative foods and adding more positive brain foods into your diet.

**HOST:** Thank you for the food for thought, Dr. Williams. You've given us a lot to think about.

## ANSWERS

- 1 because they are “good” for the brain
- 2 dark chocolate, fish, coffee, cereal, milk, blueberries
- 3 They can improve how much you learn, your mental health, and your physical health.

## D CLOSE LISTENING

### Listening for details

- 1 Read through the list of food with students, and check meaning and pronunciation, particularly of the word stress in *chocolate*. Students read the three benefits and predict which food they pair with. They then listen to sections of the interview and check their answers.

### AUDIO SCRIPT

#### Track 2.3

- 1 **DR. WILLIAMS:** Chocolate contains sugar and can help you to focus. Although we hear a lot about the bad effects of sugar, something sugary might improve your memory. Like all foods, however, it's temporary, and the effects of caffeine and sugar decrease over time.
- 2 **DR. WILLIAMS:** A popular breakfast fruit like blueberries can improve how much you learn. And on the subject of breakfast, I'd like to point out that cereals aren't just good for your mental health. According to statistics, they're also good for your physical health.
- 3 **HOST:** Great. Now, moving on from chocolate, I've always heard that fish is a brain food. Is it?  
**DR. WILLIAMS:** It is. And this is a food that has a more positive impact because it has effects that last longer. Fish provides protein and other good things that feed the brain. It is also good for your heart, so your body and your mind feel great.

#### ANSWERS

1 c 2 a 3 b

- 2 Give students time to read through the sentences and discuss them with a partner. Again, they could predict the answers at this point, before listening to the complete interview to check. When checking answers as a whole class, elicit student views. Ask: *Which information did you know already? Which information surprises you? Which do you have personal experience with?* Encourage the students to share their views with the other students.

#### ANSWERS

1 similar 2 memory 3 short 4 chocolate  
5 dark 6 breakfast 7 cannot

## E CRITICAL THINKING

Students work in small groups to discuss these questions. Ask students to report the main views that arose from question 3 to the class. Encourage them to consider both the positive and negative impact of food.

### Extension activity

On the board write *Compare*, *Assess*, and *Identify*. Ask students to review the questions in the *Critical thinking* section, and match the words to the question functions. (**Answer:** question 1—*identify*; question 2—*compare*; question 3—*assess*). Highlight to students that, as well as practicing critical thinking skills, it is also useful to identify which actual skills are being used.

## PRONUNCIATION

### PRONUNCIATION FOR LISTENING

#### STRESS IN PHRASAL VERBS

#### Warm-up

With books closed, write *go bad* and *throw away* on the board. Remind students these verbs were in the video about food waste. Ask them what the verbs mean, and if they remember what the name of this type of verb is (**Answer:** *phrasal verb*). Students then open their books, and read the information in the box. Ask students to listen to you saying the three verbs from the box, and the two on the board. Say them with both correct stress and incorrect stress (i.e., stressing the verb and not the particle and vice-versa), and ask students to identify which is correct.

- 1 Give students time to read through the sentences. They could predict which particle is missing at this stage. Students then listen, check, and note the missing word. Students check their answers with a partner. Play the audio again as necessary.

### AUDIO SCRIPT

#### Track 2.4

- 1 I'd like to point out that cereals aren't just good for your mental health.
- 2 I know a lot of your listeners look forward to snacking on chocolate candy in the afternoon.
- 3 Researchers have also found out that caffeine can help to improve your concentration.
- 4 Now, moving on from chocolate, I've always heard that fish is a brain food.
- 5 Caffeine can be considered a brain food because it helps you wake up.
- 6 I can't believe they throw out fruit and vegetables that are imperfect.
- 7 I was thinking about the apples I buy every day.

## ANSWERS

1 out 2 to 3 out 4 on 5 up 6 out 7 about

- 2 On the board, write *make up* and *approve of*. Elicit the difference in the form of the two main verbs, i.e., that *make* has one syllable, and *approve* has two. Ask which syllable in *approve* is stressed (**Answer:** *the second*). Students then identify the phrasal verbs in the sentences in their books. They should then identify if the main verb has one or more than one syllable. If it has more than one, they then need to identify which one is stressed. Students then listen and check. They can compare answers with a partner and listen again to check if necessary.

## AUDIO SCRIPT

### Track 2.5

- 1 The instructor moved on from the small talk and focused on the lecture about wasted food.
- 2 The substitute is going to take over while the instructor is away at a conference on food waste.
- 3 Juan Pablo never runs away from a challenge and he is going to find a solution for all the food waste in the cafeteria.
- 4 Angelina tried to get ahead of the food waste problem by looking for a solution before the university declared it an issue.

## ANSWERS

- 1 moved on from /**muvd an fram**/ 2 take over /**teik 'uuvər**/ 3 runs away from /**rʌnz ə'vei fram**/  
4 get ahead of /**get ə'hɛd əv**/

## VOCABULARY

### VOCABULARY DEVELOPMENT

#### PHRASAL VERBS

#### Warm-up

Mime some actions for the students, in order to elicit some common phrasal verbs, and write these on the board.

(**Possible answers:** *get up* [e.g., from sitting], *turn off/on* [the light], *look up* [a word in the dictionary]). Knowing they are already familiar with some phrasal verbs should help to build students' confidence regarding this area of language, before studying them more in depth.

- 1 Give students time to read through the *Phrasal verbs* box. Highlight to students that when learning phrasal verbs, it is useful to learn them as “chunks” of language, using sample sentences to see how the particular phrasal verbs function (some students can find the technical rules off-putting.) Students then work alone to match the phrasal verbs with their synonyms. Allow time for students to check their answers with a partner.

## ANSWERS

1 e 2 f 3 d 4 c 5 b 6 a

- 2 Students then work alone to complete the questions with a phrasal verb from Exercise 1. Check answers as a class.

## ANSWERS

1 get up 2 give up 3 turn into 4 point out  
5 throw out 6 find out

- 3 Students discuss the questions with a partner. Ask them to report back on the question for which their answers were most similar, and the question for which their answers were most different.

## VOCABULARY

### ACADEMIC WORDS AND IDIOMS

- 1 Ask students to complete the exercise alone, then check answers with a partner, and then check as a class. Review the pronunciation of the words and phrases, particularly the word stress of the multi-syllable words (*strategy, evidence, statistics, physical, participate*). Draw students' attention to the information box about the idiom *ring a bell*. Ask them, *Did you know about Pavlov? Do you have a similar phrase in your language?*

## ANSWERS

1 i 2 d 3 k 4 e 5 j 6 a 7 h 8 f 9 g  
10 b 11 c

- 2 Have students work with a partner to discuss the questions. Monitor and encourage students to expand on their answers to each question.

## SPEAKING

### SPEAKING MODEL

**Extra support:** Read through the overview of the *Speaking* section with the students. Ask them to identify the speaking skill, the grammar, and the pronunciation focus (**Answers:** *defining relative clauses, giving advice, pronouncing consonant clusters*). Remind the students that this information shows how everything they do in the *Speaking* section builds toward the final task.

#### A ANALYZE

Give students time to read and complete the speaking model. After checking the answers, ask the students what the overall problem talked about is, and where (**Answers:** *litter; Kimberley*). Ask what evidence the speaker has about this problem (**Answer:** *statistics and personal experience*).

##### ANSWERS

1 there are over 100,000 inhabitants 2 the things they don't want 3 providing more waste bins 4 to clean up the streets

#### B DISCUSS

Have students work with a partner or in small groups to discuss the questions. Monitor and encourage students to expand on their answers to each question. For question 1, they should provide evidence and examples; for question 2, students should justify their answers; and for question 3, they should think creatively to come up with more solutions. Monitor the activity and help with vocabulary where needed.

## GRAMMAR

### RELATIVE CLAUSES

Give students some time to read through the *Relative clauses* box. Write two sentences from the box on the board: *There's someone in my class whose parents are famous.* and *England is the country where I'd most like to visit.* Then ask students to tell you what they have learned about relative clauses, using these two sentences to prompt the students. Elicit the other relative pronouns used (**Answer:** *who, which, that, when*), and what the extra information does (**Answer:** *gives more detail and defines the noun in the main part of the sentence*). Elicit the difference between the first and second sentence (**Answer:** *whose cannot be deleted from the sentence, but where can*). Explain that the reason for this is because relative pronouns that refer to the object of a sentence can be removed. (**Answer:** *It refers to the object of the sentence*). Ask students to recall what commas around the relative clause show (**Answer:** *That the information is not essential, and can be removed*).

- 1 Students work alone to find the relative clauses. They can check their answers with a partner.
- 2 Students decide if the relative pronouns can be removed. Go through the answers to both questions 1 and 2 as a class.

##### ANSWERS

###### 1 and 2

- 1 The last time we saw each other was when we were in Mrs. Kingston's class.
- 2 The store where I usually buy my stationery is closed.
- 3 The man, whose job it is to fix the computers, hasn't finished.
- 4 The students, whose grades were low, had to retake the test.
- 5 Two thousand sixteen was when I graduated school.
- 6 I remember the day when I got my exam grades. I was very nervous. [Relative pronoun can be removed.]

- 3 Have students work with a partner to combine the sentences using relative clauses. Go through the answers with the class.

##### ANSWERS

- 1 The woman, whose job it is to order books, is a library assistant.
- 2 Eduardo, whose exam is tomorrow, is studying.
- 3 Last week, when we did the experiment, it failed.
- 4 Spain, where it can get very hot in the summer, is a popular tourist destination.

## **SPEAKING**

### **SPEAKING SKILL**

#### **OFFERING ADVICE AND SUGGESTIONS**

##### **Warm-up**

With books closed, tell students that you have a problem and need some advice. Say you are having difficulty concentrating on work today. Ask for their suggestions. Write the key words from each suggestion on the board (e.g., *eat chocolate, take a short nap*). After students read through the information in the *Offering advice and suggestions* box, ask them to reformulate the ideas into complete sentences with correct grammar.

- 1 After reading through the skills box, students work alone to correct the mistakes. Give them time to check with a partner and then check as a class.

##### **ANSWERS**

- 1 One idea is donating more food to charities.
  - 2 I'd recommend avoiding eating too much food in the evening.
  - 3 How about buying imperfect fruit at the market?
  - 4 It might be a good idea to save food from ending up in the landfills.
  - 5 I suggest using leftover food for compost or to feed farm animals.
  - 6 You should buy food from the "ugly" section of the market.
- 2 Have students work with a partner to complete the dialogues. Encourage them to focus on ideas first, and then the accuracy of the grammar when they write the sentences. Note statements 1, 2, and 4 need the *-ing* form. Monitor and check answers as the students work. Then ask them to practice the dialogues, building up to doing them from memory, rather than reading them off the page.
  - 3 Students work in small groups and take turns asking for advice, based on the three situations given. Monitor and make a note of language used, both effective examples and language which can be improved.

##### **Extension activity**

Write up examples of effective language use and sentences to be corrected from the group discussions in Exercise 3. Work together as a whole class to identify correct examples and to improve the incorrect examples.

- 4 Elicit examples of advice for each situation from the different groups, and for each one, encourage the class to evaluate how useful the advice is.

## **PRONUNCIATION**

### **PRONUNCIATION FOR SPEAKING**

#### **CONSONANT CLUSTERS**

Read through the *Consonant clusters* box with the students. You could point out to students that many languages have far fewer consonant clusters than English and this can cause problems for learners of English. A common strategy that learners (wrongly) employ is to insert vowel sounds between the consonants to break up the clusters. When modeling the words in the box for the students, use exaggerated facial movements to highlight where in the mouth each sound is made, and then gradually say the word with more speed, bringing the two sounds together; for example, *blue*: *b* (lips), *l* (tongue and top of mouth).

- 1 Students listen to the words, and choose those they hear. Then they listen again and repeat.

##### **AUDIO SCRIPT**

##### **Track 2.6**

- 1 clue
- 2 braise
- 3 flame
- 4 fly
- 5 free from
- 6 green glasses
- 7 clean room
- 8 brew tea

##### **ANSWERS**

- 1 clue
- 2 braise
- 3 flame
- 4 fly
- 5 free from
- 6 green glasses
- 7 clean room
- 8 brew tea

- 2 Have students work with a partner, identifying the words in Exercise 1 their partner says.
- 3 Read through the example sentence with students, and ask them to practice saying it. Then monitor while students write and practice their own sentences. Encourage the students to use as many consonant blends as they can. (The language should be accurate, but students don't need to worry about how sensible the sentence is.)
- 4 Students discuss the questions with a partner. Monitor and refocus students on the correct pronunciation of the consonant clusters as necessary.

## **SPEAKING**

### **SPEAKING TASK**

#### **BRAINSTORM AND PLAN**

Open books and read the task together. Check any vocabulary as required. Students work alone to rank the strategies for reducing wasted food. When they have completed the ranking, ask students to work with a partner to compare their views and explain them. Then together they should think of two more possible strategies.

Students work alone again to select three ideas in total; two from the list, and one from the ideas the pairs produced together. Students then write notes on their own advice and suggestions, based on these ideas, for the local government planning committee. Students should make a note of examples and evidence to support their advice and suggestions.

#### **SPEAK AND REVIEW**

Students work with a new partner to present their advice and suggestions. Monitor and take note of language use related to the unit for whole-class feedback later.

Students then change partners, and report on the advice and suggestions they just heard. Ask students to identify the best advice their partner gave, the best advice they feel they gave, and say if they would change anything the next time they talked on the same topic.

#### **REFLECT**

Students reflect on the question, and discuss how they can have an impact on food waste where they live. Encourage students to consider the individual level, e.g., *in the home*, and also on a *community level*.

#### **Extension activity**

Ask students to keep a journal for a week focusing on food waste they see happening. *What examples of food waste do they notice? What actions do they take to prevent it? What actions do they see other people taking?* They can report back on their observations the following week.

## **REVIEW**

#### **WORDLIST**

Have students work with a partner or in small groups to work through the *Wordlist*, checking that they all remember what each word or phrase means, how to pronounce it, and how it was used in the unit. Go through the list carefully with the class.

#### **ACADEMIC WORDS AND IDIOMS REVIEW**

Students work through the sentences, then check their answers with a partner, and then review as a class.

#### **ANSWERS**

**1** debate   **2** labels   **3** physical   **4** statistics  
**5** normal   **6** rings a bell   **7** pick and choose

#### **UNIT REVIEW**

Students work through the list alone to decide what they can and can't do. They discuss their answers with a partner, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class. Pay particular attention to any boxes that the students didn't check. Explore with them ways of overcoming any remaining problems.